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thought the minds so
assessable and ^{seriously} ~~seriously~~
rare in ~~teaching~~ the
teaching process.
~~something can yet~~
be done and this is
quite true

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Such an exercise would cover
approximately ~~cover~~ ^{cover} the same
range of materials now
included in our present
study of subjects, methods,
& intelligence, attitude,
vocational assessment,
educational maturity, etc.

though the question of
would be so posed
on an abstract note

elimination of extraneous
details, the increasing
of time and place, but
the ^{where} ~~elimination~~ of meaning
as bearing upon human
nature in general, and
the students in
nature in particular.

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But what can be done in teaching is to give the
student not a test to be marked but one which will
be in the nature of an ordinary classroom exercise.

He would be informed that nobody need copy from
another's paper in the attempt to get a higher mark.

There need be no concern with a high mark or a low
mark or with any mark. The issue is not of being
marked at all. The performance of one is not going
to be compared with another's. All may say or write
or do as their thinking and feeling impel them to
do.

What is ^{the} of important in this exercise is the
bearing of the responses upon the quality of
instruction so that the teacher may see what his
students have gained from his modes of instruction
and the curriculum. Instead of classifying students
by means of their responses, the responses are
taken and used as a means of discovering their
educational needs. They are used as guides in making
their knowledge more complete. At the same time, the
teacher can learn to see what his own teaching needs
are, that he may have the opportunity to see for
himself in what ways he needs to bring understanding
to his work. For if the pupil's lack of learning is
being appraised, the dispensing of knowledge must
at the same time also find appraisal.